

Guidance on Addressing APR Indicators in the LEA Plan

See below for guidance on addressing specific APR indicators in your district plan.

Indicator	Guidance for Addressing Indicator
Indicators 1 & 2: Graduation and Dropout Rates for Students with Disabilities	<p>Indicate how and where improving the graduation rate and/or dropout rate for students with disabilities is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Processes in place to monitor credit acquisition and intervene when issues present • Process for planning the course of study for students with disabilities to yield an individualized course of study to meet the student's unique needs • Procedures in place to ensure active student involvement in the development of the course of study • Alternative education options for students with disabilities • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
Indicator 3: Achievement Results for Students with Disabilities (Participation in Regular Assessments)	<p>Indicate how and where improving participation rates on regular statewide assessments for students with disabilities is addressed in your LEA plan or describe the plan. Ensure you are considering and referencing all subject areas and grade bands for which you were identified for via the IDEA Annual Performance Report. Strong plans often include:</p> <ul style="list-style-type: none"> • Policies and procedures in place to ensure that students with disabilities participate in regular statewide assessments at or above a rate of 95% • Training provided on the criteria for participation in the alternate assessment • Systems in place to monitor if alternate assessment participation criteria have been met • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
Indicator 3: Achievement Results for Students with Disabilities (Year over Year Growth)	<p>Indicate how and where improving growth in achievement data on statewide assessments for students with disabilities is addressed in your LEA plan or describe the plan. Ensure you are considering and referencing all subject areas and grade bands for which you were identified for via the IDEA Annual Performance Report. Strong plans often include:</p> <ul style="list-style-type: none"> • How the student achievement data for students with disabilities is analyzed • The process to investigate and identify potential causes for the lack of progress • The training provided to staff on the development of instructionally appropriate IEPs • The activities in place to ensure instruction for students with disabilities is aligned with best practice • The process in place to evaluate if interventions are producing the desired results • The process to ensure that appropriate accommodations and modifications are included in IEPs and consistently provided • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE

<p>Indicator 4: Suspension and Expulsion Rates for Students with Disabilities</p>	<p>Indicate how and where reducing suspensions and expulsions for students with disabilities and reducing disproportionate representation by race and ethnicity are addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Multi-tier systems in place with a focus on positive behavior supports to proactively address behavior issues • Process to analyze suspension and expulsion data for students with disabilities • Alternatives to suspension that are available • Process by which all district policies and procedures are reviewed to ensure no existing policy or procedure contributes to discrepancies in suspension rates among subgroups • Professional development offered to all staff on addressing behavior issues • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 5: Least Restrictive Environment Ages 6-21</p>	<p>Indicate how and where improving access to general education and placement in the least restrictive environments for students with disabilities is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Continuum of services available for students with disabilities • Training provided on making placement decisions based upon the principles of least restrictive environment (LRE) • Process/tools utilized by IEP teams to determine the LRE that meets the individual needs of students • Process to ensure that accommodations and modifications are effectively used to maximize placement in the least restrictive environment and access to core curriculum • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 6: Least Restrictive Environment Ages 3-5</p>	<p>Indicate how and where improving the provision of services within a regular early childhood program for children with disabilities ages 3-5 is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Language that ensures that IDEA Least Restrictive Environment criterion (34 CFR §300.114) will be used in decisions for both placement as well as service provision, including speech-language, OT, and PT • Training needs identified and plans to address those needs • Clear evidence of a continuum of placement options that includes general education settings for each age (threes, fours, and fives) • Clear evidence of providing integrated services • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 7: Early Childhood Outcomes for Students with Disabilities</p>	<p>Indicate how and where improving early childhood outcomes for students with disabilities is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Processes in place to collect the data and update the data • Training provided to district staff on the expectations for this indicator • Processes in place to monitor accurate data entry • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE

<p>Indicator 8: Parent Involvement Survey (Percent Involved) for Students with Disabilities</p>	<p>Indicate how and where increasing parent involvement for students with disabilities is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Parental involvement activities utilized to promote the involvement of parents of students with disabilities • Training provided to teachers on how to involve parents and on cultural, ethnic, and linguistic sensitivity • Process to ensure that parents are aware of their rights, responsibilities, and expectations for involvement • Processes in place to support parents in understanding and participating in the IEP meetings • Process to negotiate issues and provide reasonable solutions when conflict arises • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicators 9 & 10: Disproportionate Representation in Special Education by Race/Ethnicity</p>	<p>Indicate how and where reducing disproportionate representation in special education eligibility by race and ethnicity is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • District review of written procedures for location, referral, and identification to ensure no factors in the procedures contribute to disproportionate representation • District analysis of data for the purposes of identifying disparities among racial/ethnic groups • Professional development and other opportunities provided to increase understanding of the ways in which race, culture, ethnicity, and language can influence student learning and achievement • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 11: Initial Eligibility</p>	<p>Indicate how and where initial eligibility timeline compliance is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Types and numbers of assessment specialists employed by the district adequate to ensure that all students referred are evaluated within the 60 day timeframe • Processes and procedures in place for initial referrals • Training provided to staff on the referral procedures • Procedures and processes to monitor initial referrals for timely completion • Process to schedule initial eligibility meetings in a timely manner • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 12: Part C to B Transition Timeline Compliance</p>	<p>Indicate how and where Part C to B transition timeline compliance is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Processes in place to ensure that children transitioning from part C (TEIS) have eligibility determined and, for those eligible, an IEP in place by the third birthday • Date you already submitted or the date you anticipate submitting the district's formal Early Childhood Transition Plan to your regional Early Childhood Special Education Consultant • Training plans to ensure all district staff connected to early childhood transition have a clear understanding of the expectations for meeting the requirements of this indicator • <i>Districts designated as "needs intervention" ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE

<p>Indicator 13: IEP Transition Goals in Place for Students Age 16+</p>	<p>Indicate how and where improving IEP transition goals for students age 16 or older is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Transition assessments utilized in the district • Processes in place to ensure to that appropriate transition assessments are administered to yield practical information for transition planning • Training provided on the development of appropriate transition plans • Process for ensuring that the student and agency representatives are invited to the IEP team meetings when appropriate • <i>Districts designated as “needs intervention” ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE
<p>Indicator 14: Postsecondary Outcomes Survey for Students with Disabilities</p>	<p>Indicate how and where improving postsecondary outcomes for students with disabilities is addressed in your LEA plan or describe the plan. Strong plans often include:</p> <ul style="list-style-type: none"> • Opportunities provided to students with disabilities to learn about their own needs, preferences, interests, and desired postsecondary outcomes, including higher education, technical school, or employment opportunities • Processes or procedures to share among all concerned, including teachers, guidance staff, case managers, transition coordinators, etc., the information collected about the students' interests, preferences, support needs, and desired postsecondary goals • The person designated as responsible for serving as a liaison for postsecondary resources and making referrals for resources as appropriate • Career awareness and exploration activities, career development activities, and career preparation activities that are provided • Formal process in place for connecting students with disabilities to college or career postgraduation • Processes to ensure students with disabilities and their parents are informed of the resources available (Pre-Employment Transition Services, Vocational Rehabilitation, college student support services, etc.) • <i>Districts designated as “needs intervention” ONLY:</i> Alternative strategy that aligns this indicator and with the root cause identified in meetings with CORE

For questions or concerns related to APR data and determinations, contact Zachary.Stone@tn.gov. For questions or concerns related to information required for LEA plans for APR determinations, please contact your CORE Special Education Interventionist. For questions or concerns related to ePlan, contact Melissa.Brown@tn.gov.